

CRN 13900
Cramer Hall 201

Teacher's Name: Dr. Candace Gossen

Conceptual content: An environmentally sustainable society is one that meets the current needs of its people for food, clean water, clean air, shelter and other basic resources without compromising the ability for future generations to meet their needs. Problems arising from the human need for energy and the environmental degradation that follows has created problems generating from a local to global scale. The nature and success in resolving these problems starts with a proper understanding of Ecology and how humans fit into nature. It is then that we can delve into inquiry and learn how to ask proper questions. From these questions we can test and answer the scientific cause and effect of the problems, as well as return to the socio-economic and political context of the original question.

We begin the class with (You) asking “How big is your ecological footprint?” and then making a 10 week commitment to change something in your lifestyle and quantifying its affect. We will investigate, observe, test, write, graph, draw, debate, dialog, calculate and with determined focus, Learn!

This course will include team projects and fieldwork outside of class as well as mentor sessions.

Reading Requirements:

Ishmael by Daniel Quinn

They Say, I Say: The Moves That Matter in Academic Writing, 2nd Ed. by Graff & Birkenstein

Additional articles will be posted in the online calendar for the class as assigned

Notes:

CRN 13900
Cramer Hall 201

Recommended:

Access to a computer will be very important, If you do not have an ODIN account with PSU please set up an account. Use campus labs if you do not have home internet access

Visit <http://d2l.pdx.edu> to find our course web site.

However, **no electronic devices** are allowed in class. Leave your cell phone off, computers in your backpack.

Mentor Weekly Assignments worth 10pts each

Each week by chosen day of your Mentor, you will be assigned a question(s) to answer on the weekly assigned chapters in the book Ishmael. Each assignment will be worth 10pts. Some assignments may be given over the weekend due on the following Monday. **Worth 80pts.**

Attendance and Participation Credits in Mentor Class worth 20pts. You will receive attendance points for the 19 classes scheduled for the Fall Term 2013. One Holiday on November 11 will not be counted.

Assignments not listed here will be given in greater detail in class.

Films:

There will be various films used to support the themes as noted in the weekly calendar. Most of these films are not available for rent, therefore you must be present for viewing. These films are critical and cannot be missed. A 3 paragraph, (intro, content, conclusion) one page creative non-fiction writing assignment will be required of each focusing on sustainable solutions. **Worth 20pts each.**

Final Project: Working consistently over the term adding to your online Freshman Portfolio, your final project will be a final launch of your teams' ideas on social media and sustainability. The best way to test how the american world is thinking and receiving information is to test it. Your team will develop a project to launch on Kickstarter.com. It is optional that it actually launches, this will be your decision at the present

CRN 13900
Cramer Hall 201

tation of the final project. However you will research, create and develop a real project and use the 10-week term to do so. **Presentation will be on last day of classes Wednesday, December 4.** There will be no final exam during exam week. **Worth 150pts.**

Some topics chosen by previous student projects.....

1. Turning health clubs into renewable energy using human power as batteries
2. Renewable vehicle options or lack thereof – Portland options
3. Garbage is not garbage – renewable energy from portland households using compost.
4. Growing local food on rooftops – a feasibility study
5. Solar options on all households in the city of Portland
6. Renewing a city of 100,000 – water options
7. Saving trees – alternative use of tree products, leave the trees as pollution scrubbers
8. Wind power – land use in Oregon
9. Wave and tidal energy is it a new solution?
10. Kill the television - what are the savings beyond energy alone?

Proper reference citing:

Wilcox RV. Shifting roles and synthetic women in Star trek: the next generation. Stud Pop Culture. 1991;13:53-65.

Reasons for proper reference:

Why sources should be cited

- To show that your edit isn't original research.
- To ensure that the content of articles is credible and can be checked by any reader or editor.
- To help users find additional reliable information on the topic.
- To improve the overall credibility and authoritative character of Wikipedia.
- To reduce the likelihood of editorial disputes, or to resolve any that arise.
- To credit a source for providing useful information and to avoid claims of plagiarism.

CRN 13900
Cramer Hall 201

Peer review articles are: (click on this link for a full disclosure of what a peer reviewed journal is, AND a link to click on Ulrich's directory to double check yourself) <http://www.lib.utexas.edu/lsl/help/modules/peer.html>

Be on time and turn assignments in promptly. The consequence to NOT participating, missing assignments, being late, adds UP. You earn points for participation, projects are graded by accumulation not deduction. Everyone begins with 450 points and each project gets deducted from your general debt. Sorta like life, you earn your worthiness to pay your existence here. We however are valued for our participation and learning $E=MC^2$. Green Coins are earned on noted projects and extra credit options given. Worth 5pts each and can be used, traded or kept.

"In light of knowledge attained, the happy achievement seems almost a matter of course, and any intelligent student can grasp it without too much trouble. But the years of anxious searching in the dark, with their intense longing, their alterations of confidence and exhaustion and the final emergence into the light -- only those who have experienced it can understand it."Albert Einstein

Exercises	Points Possible
EcoFootprint	* (green coin)
Redefine the Dream	* (green coin)
Flow Diagram	20
24 hour project	50
Garbage project	10
Water Quality Test	10
Eco-Hunt Field Trip	50

CRN 13900

Cramer Hall 201 Exercises	Points Possible
Ishmael Book Reviews	80 (mentor sessions)
Attendance (Mentor Sessions)	20
4 - Writing Projects on Films	80
Team Kickstarter Project	150

Week	Elemental Nature	Theme	Exercises	Reading & More
Week One - Sept 30 & Oct 2	Fundamental Laws of Life	Humans Population & Consumption Producers, Consumers & De- composers	Hoop of the People EcoFootprint http://www.earthday.org/footprint-calculator Redefine the Dream http://www.newdream.org/programs/redefining-the-dream/about-redefining-the-dream E=MC2 http://www.1728.org/einstein.htm	Wed Oct 2-Trashed film @ PSU 530 (GC) Wells checklist: http://solar783.com/wells_checklist_english.pdf Monterey Seafood Watch Pocket Guide http://www.montereybayaquarium.org/cr/cr_seafoodwatch/download.aspx

CRN 13900

Cramer Hall 201 Week	Elemental Nature	Theme	Exercises	Reading & More
Week Two - Oct 7 & 9	Wood	Ecology & Connections Keystone species Forest + Salmon	Flow Diagrams (FD project due Monday Oct 14) The Salmon Forest (film)*	The David Suzuki Foundation http://www.davidsuzuki.org Dam Removal http://newswatch.nationalgeographic.com/2013/03/14/65-dams-removed-to-restore-rivers-in-2012/ Cadillac Desert by Marc Reisner http://www.ldeo.columbia.edu/~martins/hydro/case_studies/cadillac_desert.htm
Week Three - Oct 14 & 16	Fire	Energy - Solar & Wind versus Nuclear & Coal	Symbology - Planning for the Future Hopi Land (film)*	Nuclear Decommissioning http://solar783.com/nucleardecommission.pdf 24 hour Project - Presented Oct 14 and Due Oct 21

CRN 13900

Cramer Hall 201 Week	Elemental Nature	Theme	Exercises	Reading & More
Week Four - Oct 21 & 23	Earth	Food Garbage Archaeology & Taxonomy	Lunch Project (bring your lunch to class) Wednesday	Once & Future Landfills (pdf) http://solar783.com/solar783/landfills.pdf Ewaste http://ngm.nationalgeographic.com/geopedia/E-Waste
Week Five - Oct 28 & 30	Air	Global Warming & The Greenhouse Effect	Mass Balance Equation (bring calculators) Atmospheric Physics Earth Science Experiment (in class)	Handouts given in class global warming view 1 http://solar783.com/gw1.pdf global warming view 2 http://solar783.com/gw2.pdf greenhouse effect: http://www.solar783.com/solar783/greenhouse.jpg

CRN 13900

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Week Six - Nov 4 & 6	Water	Hydrologic Cycle	Water Quality Test (in class) Scientific Method	Cadillac Desert: Mulholland's Dream (film) Example Scientific Method http://biology.clc.uc.edu/Courses/bio104/sci_meth.htm
Week Seven - Nov 11	holiday			Koyaanisqatsi (film) (GC)
Week Seven - Nov 13	Shelter	House, Community Design	Ecological Design (film)*	Land Use Solar vs Coal http://solar783.com/landusesolar.pdf
Week Eight - Nov 18 & 20	City	Future Engineered Solutions	Shimisu City (film)*	
Week Nine - Nov 25 & 27	Culture	Learning from Cycles & Patterns	Rapa Nui (Easter Island)*	Read the culture story before class http://islandheritage.org/wordpress/?page_id=144
Week Ten - Dec 2 & 4	Humanity	Social Media & Sustainability	Presentations - Kickstarter Projects	www.kickstarter.com

CRN 13900
Cramer Hall 201

Self-Evaluation http://solar783.com/wells_checklist_english.pdf

where i live	Pollutes -100	-50	+50	Regenerates +100
air	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
shelter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
clothes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total (add them all up)